



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Departmental Rapid Evaluation on Bullying

Intended for Management of Limpopo Department of Education by Integrated
Monitoring and Evaluation (IM&E)

December 2021

To be presented first to Departmental M& E Forum on 10 December 2021 at
Mopani West District



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Vision, mission and values

- **VISION:** Excellence in provisioning of innovative quality basic education.
- **MISSION:** To provide quality and innovative education programmes for learners across all Grades.
- **VALUES:** (i) Excellence; (ii) Professionalism (iii) Innovation and (iv) Integrity



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2020 – 2025 IMPACT STATEMENT

“Learners exiting the schooling system equipped with requisite skills and firm foundation for further studies and the world of work”.

- There is a need to focus on Impact not output only.



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LDoE 5 Outcomes

- Improved school readiness
- Improved levels of literacy and numeracy required for meaningful life long learning
- Improved learning outcomes across all grades
- The digital divide elimination
- Improved capacity of the department to support delivery of curriculum



Purpose of the presentation

- Introduce finding of recent implemented Rapid Evaluation on bullying activities in school.
- Sharing identified gaps on matters of discipline in Limpopo School.
- Sharing relationship between safety incapacities of school safety implementers at schools and the escalation rate of bullying events.
- Provide some recommendations to the decision making structure.



Introduction

- The Province experienced bullying events that were seen escalating time and again in schools.
- These come in different shaped or forms and differ from minor to major.
- However the magnitude of type of bullying may not be of great harm but the reaction of victims may be horrifying.
- In this year, one learner in Mbilwi Senior Secondary school ended up committing suicide.
- This means bullying of any type is as harmful as that of different type.
- The bullying event demanded for some evaluation on the depth and impact this plays in education



Way forward from Evaluators

- The M & E Practitioners through their forum discussed what needs to be done.
- Guided by DPME Evaluation Guideline 2.2.22, they considers conducting Rapid Evaluation.
- The challenge was less capacity if conducting Rapid Evaluation.
- A workshop was arranged and took place in June 2021- Virtually.
- This lead to development of impact evaluation tool share to all for inputs before adoption.
- The tool was implemented in all the district by District M & E Practitioners.
- They reported the findings during the Departmental M & E Forum on 30 September 2021 at Sekhukhune South District.
- This provided space and opportunity to finalised evaluation judgement.



Brief on Rapid evaluation

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- The NEPF Wants use of Rapid Evaluation to be considered (DPME, 2019).
- These are quick evaluations to be conducted during emergencies.
- As part of preliminary analysis to help determine priorities and identify emerging problems and trends.
- Rapid Evaluations are faster, dynamic and complex.
- They therefore need strategic workshops to strengthen capacity.
- They mostly follow the following research techniques:
 - Participatory rural appraisal (Participatory learning for action
 - Real-time evaluations-Developed for humanitarian e.g. Covid-19 time



How can Rapid Evaluation be described?

- Rapid Evaluations are quick evaluations conducted in short period.
- Rapid Evaluation is not substitute of more rigorous evaluations.
- They use methods that are quicker and rely more on available data.
- While rigorous evaluations can take 12 months to 5 years, Rapid Evaluations can produce a report in 6-12 weeks.



Why decide to use Rapid Evaluation?

- Respond to an unplanned senior management request or demand for urgent information.
- Looming deadline where a critical decision needs to be made on a programme or intervention.
- Where you need to get results in e.g. 2-3 months
- When up to date diagnosis of information is needed urgently.
- Where context change e.g. Covid-19 .
- Providing timely information about potential for scale up/roll out across the wider system e.g Bullying trend in schools
- For practical consideration- Funders not committing resources for full scale evaluation
- Supporting learning and improvement as innovations/pilots are tested



Realising dangers Covid-19

- Covid-19 attacks start increasing globally.
- Many people succumbed to the pandemic that it reached disaster stage.
- It was declared by WHO as severe pandemic and they introduced safety measures.
- These included wearing safety masks, sanitising, washing hands strategically and social distance.
- This had impact on education sector where educators and learners interact as only generally adopted form of curriculum provisioning then.
- In underdeveloped and developing countries this became serious challenge as they also struggled to get “correct” PPE
- Many governments then lock-down their populations in degrees never seen before (Economist (2020))



Defining Bullying

- Bullying is physical, verbal, or social (relational).
four widely-accepted factors that can be used to identify it are:
 - It is deliberate - harming another person intentionally
 - Bullying involves a misuse of power in a relationship.
 - Bullying is usually not a once-off activity.
 - it is repeated, or has the potential to be repeated over time.
 - Bullying involves behaviour that can cause harm (Physically and emotionally and to extend spiritual and culturally.
- Bullying is the act of deliberately intimidating or persecuting those who are weak (SA Oxford Concise dictionary, 2010)



When and where it happens?

- **Bullying** can happen anywhere, in person or online (cyberbullying), at any time and can be verbal, physical or social (relational). It can be obvious or hidden.
- Learners who bully use their power — such as physical strength, knowing something embarrassing, or popularity to control or harm others.
- Bullying is when one learner (or a group of learners) keeps picking on another learner again and again to make them feel bad or valueless.
- They say or do things to upset others who are weaker,
- They make fun of them, stop them from joining in, or keep hitting or punching them.



Learners stance during bullying.

- Bullying leaders- Those committing bullying activities (Aware it is wrong or ignorantly).
- Followers- Those who end up assisting in the act.
- Supporters – They do not initiate but re-enforce it. E.g laughing
- Defenders – They Protect the victims, a good course but doing this they may become victims.
- Outsiders – They just look and stay away.



Key findings

Number of sampled schools	Main type of bullying	Main perpetrators	Other finding	Evaluation impact judgement
24 including 2 special schools	Physical and verbal (At times lead to killings outside the schools gates). -Name calling - Cyber-insults. - Beating	Male learners in particular over aged ones.	<ul style="list-style-type: none">- Some parents bully schools' administrators.- Racism still experience in the then whites only schools	Some parents do not know their obligations
	<ul style="list-style-type: none">-Swearing- Intimidation- Stealing- Drugs		<ul style="list-style-type: none">- Drugs abuse- Many have code of conduct but no dedicated educators to enforce	In some schools they cooperate with the local SAPS- but at times laws makes it difficult.



Findings continue

Number of sampled schools	Main type of bullying	Main perpetrators	Other finding	Evaluation impact judgement
	Code of conducts not adhered to.	Educators/SMT's	Parents and learners do not know schools codes	This makes them innocent perpetrators
	Knife stabbing	Boy learners to girls	Cases not recorded at circuit offices but only reported to SAPS	Poor security in schools. Circuit to constant advocate against bullying
			No departmental template or guide to develop code of conduct	It allows for different understanding and development of code that are anti-Constitution and SASSA



Key Findings

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Number of sampled schools	Main type of bullying	Main perpetrators	Other finding	Evaluation impact judgement
			Inadequate officials capacitated in Schools' safety in H/O, districts and circuits	Poor advocacy of the programme on safety in schools including bullying
			Although corporal punishment is abolished, sector has set guidance for discipline but they are not adhered to, instead schools without recording properly wait for punishment day-Expulsion.	It caused unnecessary courts battles.



What to do when bullying happened?

- Confront the problem from many angles- avoid stereotypes.
- Do not let expulsion to become last resort- Follow others as prescribed.
- Encourage parents workshops and awareness of their own kids' "double life styles"
- Consequence management and accountability to be exercised.
- Consider bringing in therapeutic treatments to schools.



Other recommendations

- To limit bullying there is a need to build capacity at Head Office and districts.(Structural capacity).
- Anti-Bullying to form part of the induction of SGB's.
- This should extend to the RLC's in school-annually.
- Code of conduct should be shared to Parents(Each learner carries home a copy and in meetings), learners and SGB's.
- Department to provide Psychological support staff and programme to assist schools.
- Relationships with SAPS to be extended but in ambit of the laws.
- Constant persuasion better than law enforcement as latter comes after incidents



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Thanks very much

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